DOCUMENT RESUME

ED 310 339 CG 021 915

AUTHOR Kraig, Glen M.
TITLE A Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes.
PUB DATE Jul 89
NOTE 90p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Academic Achievement; Family Income; Family Structure; *Grade 10; High Schools; High School Students; Hispanic Americans; *Nuclear Family; *One Parent Family; *Racial Differences; *Sex Differences; Whites

ABSTRACT

This study sought to determine if significant differences exist between the degree of academic achievement of 10th grade students who currently reside in one-parent/guardian homes as compared to those who reside in two-parent/guardian homes when students are grouped by sex, total family income, and ethnicity. Academic success was determined by the mean scores on the California Test of Basic Skills in the areas of total reading, total language, and total mathematics. The data were collected at Fontana High School in Fontana, California using the entire population of 10th grade students for whom test scores were available and who were enrolled in a regular English class. The results indicated that: (1) when family income was controlled, there were no significant differences in academic achievement between male and female students of white or Hispanic origin; (2) there were no significant differences in academic achievement levels for white or Hispanic students residing in one- or two-parent families; (3) family income level was a significant factor in the academic achievement of Hispanic students with the exception of females from a one-parent family; and (4) family income was a significant factor in the academic achievement of white males who resided in a two-parent family, wherein the higher income students outperformed the lower income students. (ABL)

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# A Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes

by

Glen M. Kraig, Ed.D.

California State University

San Bernardino

July 1989

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ABSTRACT

A Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes

by

Glen M. Kraig, Ed.D.

The problem of this study was to determine if significant differences exist between the degree of academic achievement of tenth grade students who currently reside in one parent/ guardian homes as compared to those who reside in two parent/guardian homes when students are grouped by sex, total family income, and ethnicity. Subproblems were to determine significant differences in academic achievement exist within the various groups consisting of the students in the single parent/guardian group and the two parent/guardian group dependent upon the ethnic identity of the student and if significant differences in academic achievement exist within the various groups consisting of the students in the single parent/guardian group and the two parent/guardian group dependent upon the sex of the student.

The findings of the study warranted the following conclusions:

1. When controls are inserted for familial income there are no significant differences in the academic achievement levels in any of the areas tested between male and female students of either white or Hispanic origen. There were insufficient data to draw any similar conclusions for black students.

2. There are no significant differences in the academic achievement levels of white students in any of the areas tested between those residing in one parent homes and those residing in two parent homes.

3. There are no significant differences in the academic achievement levels of Hispanic students in any of the areas tested between those residing in one parent homes and those residing in two parent homes.

4. Significant differences do exist among the achievement levels of students from different ethnic groups within the second income group. No significant differences were noted along ethnic lines for students in the third income group. There were insuficient data to draw any conclusions for students of the first income group.

5. Familial income level is a very significant factor in the

academic achievement of Hispanic students. In all of the groups tested, with the exception of females from a one parent family, the scores fell along lines of income.

6. Familial income level is a significant factor in the academic achievement of white males who reside in a two parent family, wherein the higher income students outperformed the lower income students. These findings, however, were not consistent with other white groups, where significant differences were not observed.

ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation to the Fontana City Unified School District, the staff, students and administration of Fontana High School, and particularly Mr. Doug Maclear, assistant principal. His assistance in the compilation of the baseline data and the administration of the questionnaires made this study possible. Administrators who are open to research are those who truely improve educatiion.

## ACKNOWLEDGEMENTS

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A Study Comparing the Differences in the Levels of Achievement of Tenth Grade Students in One and Two Parent Homes

# CHAPTER 1

## The Problem

### Statement of the Problem

The problem of this study was to determine if significant differences exist between the degree of academic achievement of tenth grade students who currently reside in one parent/ guardian homes as compared to those who reside in two parent/guardian homes when students are grouped by sex, total family income, and ethnicity.

### Subproblems

Subproblems were to determine if:

Significant differences in academic achievement exist within the various groups consisting of the students in the single parent/guardian group and the two parent/guardian group dependent upon the ethnic identity of the student.

Significant differences in academic achievement exist within

the various groups consisting of the students in the single parent/guardian group and the two parent/guardian group dependent upon the sex of the student.

Significance of the Study

In recent years the demographics of the American family has been undergoing considerable change. In 1960, only 2.9 million people over the age of fourteen were divorced. By 1970 the number of divorced persons increased to 4.3 million. This figure is made even more significant when one considers that the Bureau of the Census changed its accounting procedures in the interim and reported only for those over 18. By 1984 this figure jumped even more, so that at that reporting 12.3 million Americans over the age of 18 had undergone at least one divorce. (U.S. Department of Commerce, 1986) In 1970 3.3 percent of the adult male population and 5.2 percent of the adult female population had undergone at least one divorce. By 1984 the figures respectively climbed to 10.2 and 12.8 percent. (U.S. Department of Commerce, 1986) This has affected a large and growing number of children. In 1970 there were 196 thousand unmarried couples with children under age 15. By 1984 this number reached 614 thousand. (U.S. Department of Commerce, 1986) Table 1 gives a breakdown of the growth of single parent families between the years 1970 and 1980 for comparison purposes.

Translated into terms of the quantity of children affected, this

means that 19 percent of the children under the age of 18, or 11,541,965 children, live in a household headed by a single parent. (Roy, 1983) For black children the statistics are even more astounding. Forty-four percent of black children under the age of 18 live in a single parent household. For both groups the numbers are projected to increase at about one million per year. (Roy, 1983) Thus, since 1960 the number of single parent families has increased 225 percent, and by 1990 it is projected that 50 percent of all children in America will have spent at least some time living in a single parent family. (Shreeve, 1985) Dianne Barrington (1985), reporting on the research of Katherine Black, attributes this rise in one parent families to be largely responsible for the fourteen year downward trend of SAT scores.

Table 1

Number of Single Parent Families and Their Composition (in thousands) (U.S. Department of Commerce, 1986)

| | 1970 | 1980 |
|---|---|---|
| Mother | | |
| Never Married | 248 | 1063 |
| Spouse Absent | 1377 | 1743 |
| Divorced | 1109 | 2721 |
| Father | | |
| Never Married | 22 | 63 |
| Spouse Absent | 247 | 181 |
| Divorced | | 340 |
| Total | 3808 | 6920 |

Barrington was not the first to report a possible relationship between academic achievement and familial composition. Henriette Allen and James Tadlock (1986) reported that children from two parent families scored significantly higher than did children from one parent families on the California Test of Basic Skills (CTBS). Shreeve (1985) found similar results when he reported that in reading, language, and math, a significantly higher percentage of children from two parent families scored at or above grade level than did children from single parent families. This study further reported that the mean grade point average (GPA) for children from single parent families was

1.95 while that for those from two parent families was 2.37. Sally Zakaringa (1982) reported similar findings, that two parent children had significantly higher grade point averages than did one parent children. Another interesting finding reported in her study was that no significant differences were found between the GPAs of students whose parents had remarried after being single and those of the other two groups.

Other differences have been reported between students from one and two parent families. Mavis Hetherington (1981) reported that significant differences existed in the number of absences and incidents of truancy and tardiness between the two groups. Being that 90 percent of single parent families are headed by females (Shreeve, 1985), the findings of Doris Jacobson (1978) become more significant. She found that the more time lost with the father the higher the maladjustment scores of the children in the areas of aggression, inhibition and cognitive disability tend to be. She also reported finding higher degrees of hyperactivity, social withdrawal, fear and irritability. Shreeve (1985) also reported that there seems to be a high positive correlation between parental involvement in school matters and a child's school performance, and that this degree of involvement tends to decrease in the single parent home.

Parental composition is not the only factor that appears to effect the school achievement of a child; the socioeconomic status (SES) of the family also appears to have considerable impact. Allen (1986) reports that the general performance of the upper SES pupil is better than that of the lower SES pupil. She also reports

that the majority of the dropouts are from lower SES groups. An interesting sideline to this is that she notes that the largest groups of pupils from one parent families are also from lower SES families. This finding was also reported by Shreeve (1985), who noted that while estimates vary, "between 50-90 percent of all single parent homes headed by females are believed to fall below the poverty line." Patricia Roddy (1984) reports that the one parent, three person family has a mean income of $7,035, while the two parent, four person family has a mean income of $20,400. She also reports that 72 percent of the single, female parents are employed outside the home while only 59 percent of the females are so employed in two parent homes. The significance of this latter finding is obvious when one considers the aforementioned finding of Shreeve (1985) on the importance of parental involvement in school matters.

Some researchers contend that the effect of SES outweighs that of parental composition, although the two are inextricably intertwined. Alvin So (1985) reports that if one were to statistically remove the effects of SES on students, differences in achievement between groups of students would be considerably smaller. He reports that IQ and aptitude differences between single and two parent children are small and become "less significant" when SES is considered.

Ethnicity also appears to play a role in school achievement of children. Table 2, which compares the levels of school completed along ethnic lines, gives evidence of this.

Table 2

Median Years of School Completed
(U.S. Department of Commerce, 1986)

| | Anglo | Black | Hispanic |
|---|---|---|---|
| 1970 | 12.1 | 9.8 | 9.6 |
| 1980 | 12.5 | 12.0 | 10.8 |
| 1984 | 12.6 | 12.2 | 11.3 |

What is particularly ironic about this table is the strong similarity between this table and Table 3, which portrays the poverty levels for families along ethnic lines. There appears to be a correlation between ethnicity and poverty status. This is particularly significant in light of the previous discussion of the relationship between SES and school performance.

Table 3

Percentage of Families below the Poverty Level
(U.S. Department of Commerce, 1986)

| | Anglo | Black | Hispanic |
|---|---|---|---|
| 1973 | 6.6 | 28.1 | 19.8 |
| 1979 | 6.8 | 27.6 | 19.7 |
| 1984 | 9.1 | 30.9 | 25.2 |

These two tables could suggest that the disparities in educational achievement stem more than anything else from disparities in familial income, but since ethnicity does seem somewhat to predict poverty status as well as familial income in general, and SES has shown itself to correlate significantly with academic achievement, it must be examined. Table 4 compares the mean and median incomes of white, black and Hispanic Americans. From these wide separations in familial income, one can see the need to separate children into income groups before comparing them for differences in educational achievement.

The question which now must be asked is what is the cause of of the great disparities in educational achievement of so many of the children in the schools today as compared to those of only a few years ago. Single parentness can not be claimed as the cause when other factors seem to have such an effect, and even the occurrence of single parentness varies so greatly between one ethnic group and another. Research reported by Roddy (1984) indicates that in the overall population 19 percent of the families are headed by single parents. This average varies greatly with ethnicity. Among white families, 14 percent are headed by single parents. The figures respectively for Hispanic and black families are 27 and 45 percent. What complicates this further is the fact that their exists considerable contradictory research on the cross effects of ethnicity and single parentness. Hetherington (1981) reports that "most studies of black children reveal small and non significant effects on one parent rearing on achievement tests." Patrice Dawson (1981), however, reports, that when white and black children from single parent families are compared "the

black child seems to suffer more negative effects in terms of academic achievement." Roy (1983) found that white drop outs were more likely than not to come from single parent families, while among black drop outs there were no significant differences found.

Table 4
A Comparison of Income Levels of Ethnic Groups in 1980
(National Commission on Secondary Education for Hispanics, 1984)

| | White | Black | Hispanic |
|---|---|---|---|
| Mean Income | 24,279 | 15,271 | 17,360 |
| Median Income | 20,840 | 12,618 | 14,711 |

A final consideration which must be made is that of sex. Hetherington (1981) found that the "negative effect of one parent rearing on academic achievement is greater for boys than for girls," while Dawson (1981) reported that "there is a greater tendency for female children of one parent families to drop out of school." Zakaringa (1982) reported quite different findings when she stated that:

> . . . The order of the groups shows that the family's income and the sex of the student had a greater effect on achievement than did the number of parents in the home. . . . (y)et when the variables were held constant two parent children scored higher.

Table 5 below contains a summary of her findings.

Table 5

Mean Group Achievement Rankings of Students Based on Family Income Child's Sex and Number of Parents in the Home (Zakaringa, 1982)

| Income Group | Sex | # of Parents |
|---|---|---|
| High | Female | 2 |
| High | Female | 1 |
| High | Male | 2 |
| Low | Female | 2 |
| High | Male | 1 |
| Low | Male | 2 |
| Low | Female | 1 |
| Low | Male | 1 |

It is obvious that there exists considerable controversy in the literature, and it is for this reason that it is considered significant that this research study be conducted.

## Limitations

The following limitations were placed on the study:

1. The study was limited to Fontana High School, and therefore the findings may not be generalizable to other locales.

2. The ethnic designations of the students were based on their

self designations on the questionnaire, and students of the same mixed parenthood might have described themselves in differing ways.

3. The income designations of the students were based on their self designations on the questionnaire, and students might have incorrectly indicated their familial incomes.

## Definition of Terms

Throughout the study, the following terms have been interpreted according to the following definitions.

The ethnic designations White, Hispanic, and Black, were self descriptive terms by which the students identified themselves.

Level of achievement refers to the student's total reading score on the California Test of Basic Skills (CTBS).

Number of parents refers to the number of adult persons with guardianship responsibilities in the home, whether that person is a parent, grandparent, step parent, legal guardian or other designated person.

Income groups:

First income group refers to those families with a total combined income of less than $15,000.

Second income group refers to those families with a total combined income of between $15,000 and $42,000.

Third income group refers to those families with a total combined income of over $42,000.

## Hypotheses

The following hypotheses, stated in the null format, were formulated and tested at the .05 level of significance.

1. There will be no significant difference between the levels of achievement of white males who come from a one parent family in the first income group as compared to those of white males who come from a two parent family in the same income group.

2. There will be no significant difference between the levels of achievement of white males who come from a one parent family in the second income group as compared to those of white males who come from a two parent family in the same income group.

3. There will be no significant difference between the levels of achievement of white males who come from a one parent family in the third income group as compared to those of white males who come from a two parent family in the same income group.

4. There will be no significant difference between the levels of achievement of white females who come from a one parent family in the first income group as compared to those of white females who come from

three income groups.

35. There will be no significant differences among the levels of achievement of Hispanic females who reside in one parent homes of the three income groups.

36. There will be no significant differences among the levels of achievement of black females who reside in one parent homes of the three income groups.

37. There will be no significant differences among the levels of achievement of white males who reside in two parent homes of the three income groups.

38. There will be no significant differences among the levels of achievement of Hispanic males who reside in two parent homes of the three income groups.

39. There will be no significant differences among the levels of achievement of black males who reside in two parent homes of the three income groups.

40. There will be no significant differences among the levels of achievement of white females who reside in two parent homes of the three income groups.

41. There will be no significant differences among the levels of achievement of Hispanic females who reside in two parent homes of the three income groups.

42. There will be no significant differences among the levels of achievement of black females who reside in two parent homes of the three income groups.

43. There will be no significant differences among the levels of

a two parent family in the same income group.

5. There will be no significant difference between the levels of achievement of white females who come from a one parent family in the second income group as compared to those of white females who come from a two parent family in the same income group.

6. There will be no significant difference between the levels of achievement of white females who come from a one parent family in the third income group as compared to those of white females who come from a two parent family in the same income group.

7. There will be no significant difference between the levels of achievement of Hispanic males who come from a one parent family in the first income group as compared to those of Hispanic males who come from a two parent family in the same income group.

8. There will be no significant difference between the levels of achievement of Hispanic males who come from a one parent family in the second income group as compared to those of Hispanic males who come from a two parent family in the same income group.

9. There will be no significant difference between the levels of achievement of Hispanic males who come from a one parent family in the third income group as compared to those of Hispanic males who come from a two parent family in the same income group.

10. There will be no significant difference between the levels of achievement of Hispanic females who come from a one parent family in the first income group as compared to those of Hispanic females who come from a two parent family in the same income group.

11. There will be no significant difference between the levels of

achievement of Hispanic females who come from a one parent family in the second income group as compared to those of Hispanic females who come from a two parent family in the same income group.

12. There will be no significant difference between the levels of achievement of Hispanic females who come from a one parent family in the third income group as compared to those of Hispanic females who come from a two parent family in the same income group.

13. There will be no significant difference between the levels of achievement of black males who come from a one parent family in the first income group as ccmpared to those of black males who come from a two parent family in the same income group.

14. There will be no significant difference between the levels of achievement of black males who come from a one parent family in the second income group as compared to those of black males who come from a two parent family in the same income group.

15. There will be no significant difference between the levels of achievement of black males who come from a one parent family in the third income group as compared to those of black males who come from a two parent family in the same income group.

16. There will be no significant difference between the levels of achievement of black females who come from a one parent family in the first income group as compared to those of black females who come from a two parent family in the same income group.

17. There will be no significant difference between the levels of achievement of black females who come from a one parent family in the second income group as compared to those of black females who come

from a two parent family in the same income group.

18. There will be no significant difference between the levels of achievement of black females who come from a one parent family in the third income group as compared to those of black females who come from a two parent family in the same income group.

19. There will be no significant differences between the levels of achievement of white, black, and Hispanic males who reside in one parent homes of the first income group.

20. There will be no significant differences between the levels of achievement of white, black, and Hispanic males who reside in one parent homes of the second income group.

21. There will be no significant differences between the levels of achievement of white, black, and Hispanic males who reside in one parent homes of the third income group.

22. There will be no significant differences between the levels of achievement of white, black, and Hispanic females who reside in one parent homes of the first income group.

23. There will be no significant differences between the levels of achievement of white, black, and Hispanic females who reside in one parent homes of the second income group.

24. There will be no significant differences between the levels of achievement of white, black, and Hispanic females who reside in one parent homes of the third income group.

25. There will be no significant differences between the levels of achievement of white, black, and Hispanic males who reside in two parent homes of the first income group.

26. There will be no significant differences between the levels of achievement of white, black, and Hispanic males who reside in two parent homes of the second income group.

27. There will be no significant differences between the levels of achievement of white, black, and Hispanic males who reside in two parent homes of the third income group.

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31. There will be no significant differences among the levels of achievement of white males who reside in one parent homes of the three income groups.

32. There will be no significant differences among the levels of achievement of Hispanic males who reside in one parent homes of the three income groups.

33. There will be no significant differences among the levels of achievement of black males who reside in one parent homes of the three income groups.

34. There will be no significant differences among the levels of achievement of white females who reside in one parent homes of the

achievement of white males, as compared to white females, both residing in one parent homes of the first income group.

44. There will be no significant differences among the levels of achievement of Hispanic males, as compared to Hispanic females, both residing in one parent homes of the first income group.

45. There will be no significant differences among the levels of achievement of black males, as compared to black females, both residing in one parent homes of the first income group.

46. There will be no significant differences among the levels of achievement of white males, as compared to white females, both residing in one parent homes of the second income group.

47. There will be no significant differences among the levels of achievement of Hispanic males, as compared to Hispanic females, both residing in one parent homes of the second income group.

48. There will be no significant differences among the levels of achievement of black males, as compared to black females, both residing in one parent homes of the second income group.

49. There will be no significant differences among the levels of achievement of white males, as compared to white females, both residing in one parent homes of the third income group.

50. There will be no significant differences among the levels of achievement of Hispanic males, as compared to Hispanic females, both residing in one parent homes of the third income group.

51. There will be no significant differences among the levels of achievement of black males, as compared to black females, both residing in one parent homes of the third income group.

52. There will be no significant differences among the levels of achievement of white males, as compared to white females, both residing in two parent homes of the first income group.

53. There will be no significant differences among the levels of achievement of Hispanic males, as compared to Hispanic females, both residing in two parent homes of the first income group.

54. There will be no significant differences among the levels of achievement of black males, as compared to black females, both residing in two parent homes of the first income group.

55. There will be no significant differences among the levels of achievement of white males, as compared to white females, both residing in two parent homes of the second income group.

56. There will be no significant differences among the levels of achievement of Hispanic males, as compared to Hispanic females, both residing in two parent homes of the second income group.

57. There will be no significant differences among the levels of achievement of black males, as compared to black females, both residing in two parent homes of the second income group.

58. There will be no significant differences among the levels of achievement of white males, as compared to white females, both residing in two parent homes of the third income group.

59. There will be no significant differences among the levels of achievement of Hispanic males, as compared to Hispanic females, both residing in two parent homes of the third income group.

60. There will be no significant differences among the levels of achievement of black males, as compared to black females, both

residing in two parent homes of the third income group.

# CHAPTER 2

## Procedures

Permission was obtained from the district office to conduct the research within the Fontana City schools. After permission was obtained from the district office the principal at Fontana High School was contacted and lists were obtained containing the names of all students enrolled in sophmore English. Once the names were obtained printouts were obtained containing the CTBS scores in reading, language, and mathematics of each student. If a CTBS score of a particular student could not be found the student's name was eliminated from the study. The CTBS scores and the student's name were then listed on the questionnaire. No other listing of the names or scores were made. The students were given the forms, asked to complete them in class, and return them to the classroom teacher. The teachers were explained in writing how the questionnaire was to be administered, and to give any assistance that might be necesary. The students were instructed to tear off the section of the questionnaire that contained their name to insure that all responses would be totally anonymous. Forms that were not properly completed were discarded. The responses on the forms were then tabulated and tested for significance at the .05 level. To test hypotheses with only two items the t test for independent means was utilized. For hypotheses with more than two items an analysis of variance (ANOVA) was used with multiple comparisons made by means of the sums of squares

simultaneous test. All tests were performed using the Statistical Processing System S.P.S. (Buhyoff, 1985)

# CHAPTER 3

## Data Analysis and Interpretation

### Introduction

Findings of the results obtained from the data of this study are reported in this chapter. Data were gathered and treated to test the hypotheses set forth in Chapter 1. The hypotheses were tested in the null format at the .05 level of significance to determine along which lines; ethnic, parental marital status, or economic; differences in achievement could be noted. The questionnaire was administered to all students enrolled in sophomore English. When the data were tabulated it was found that there were insignificant numbers of students in certain groups, and were therefore eliminated from the study. All black groups with the exception of females residing in two parent families in the second income group were eliminated. Other groups that were eliminated were female Hispanics residing in one parent families from the first income group, female whites residing in one parent families from the first income group, female whites residing in two parent families from the first income group, female whites residing in two parent families from the third income group, and male Hispanics residing in one parent families from the first income group. For this reason several of the hypotheses could not be tested.

Comparisons of children from one parent families with children from two parent families

The first hypothesis stated that there would be no significant difference between the levels of achievement of white males who come from a one parent family in the first income group as compared to those of white males who come from a two parent family in the same income group. Due to a low number of students in one of these groups this hypothesis could not be tested.

The second hypothesis stated that there would be no significant difference between the levels of achievement of white males who come from a one parent family in the second income group as compared to those of white males who come from a two parent family in the same income group. The researcher failed to reject the null hypothesis in any of the three sub tests. The findings are summarized below in Table 6.

The third hypothesis stated that there would be no significant difference between the levels of achievement of white males who come from a one parent family in the third income group as compared to those of white males who come from a two parent family in the same income group. The researcher failed to reject the null hypothesis in any of the three sub tests. The findings are summarized below in Table 7.

Table 6

The levels of achievement of white males who come from a one parent family in the second income group as compared to those of white males who come from a two parent family in the same income group

| | TWO PARENT | | | SINGLE PARENT | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 761.138 | 725.657 | 730.685 | 785.105 | 727.368 | 733.789 |
| VARIANCE | 1390.294 | 1350.526 | 462.104 | 1193.543 | 1269.801 | 166.619 |
| S.D. | 37.286 | 36.749 | 21.496 | 34.547 | 35.634 | 12.908 |
| N | 36 | 35 | 35 | 19 | 19 | 19 |

| | |
|---|---|
| t NEEDED READING | 1.684 |
| t ACHIEVED READING | .3012 |
| t NEEDED LANGUAGE | 1.684 |
| t ACHIEVED LANGUAGE | .1666 |
| t NEEDED MATH | 1.684 |
| t ACHIEVED MATH | .6621 |

The fourth hypothesis stated that there would be no significant difference between the levels of achievement of white females who come from a one parent family in the first income group as compared to those of white females who come from a two parent family in the same income group. Due to a low number of students in one of these groups this hypothesis could not be tested.

Table 7

The levels of achievement of white males who come from a one parent family in the third income group as compared to those of white males who come from a two parent family in the same income group

| | TWO PARENT | | | SINGLE PARENT | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 764.851 | 731.000 | 732.444 | 759.142 | 732.615 | 734.692 |
| VARIANCE | 983.438 | 1097.679 | 139.179 | 1690.285 | 1391.423 | 688.230 |
| S.D. | 31.359 | 33.131 | 11.797 | 41.113 | 37.301 | 26.234 |
| N | 27 | 26 | 27 | 14 | 13 | 13 |

| | |
|---|---|
| t NEEDED READING | 1.717 |
| t ACHIEVED READING | .4553 |
| t NEEDED LANGUAGE | 1.714 |
| t ACHIEVED LANGUAGE | .1322 |
| t NEEDED MATH | 1.753 |
| t ACHIEVED MATH | .2949 |

The fifth hypothesis stated that there would be no significant difference between the levels of achievement of white females who come from a one parent family in the second income group as compared to those of white females who come from a two parent family in the same income group. The researcher failed to reject the null hypothesis in any of the three sub tests. The findings are summarized below in Table

8.

Table 8

The levels of achievement of white females who come from a one parent family in the second income group as compared to those of white females who come from a two parent family in the same income group

| | TWO PARENT | | | SINGLE PARENT | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 753.088 | 732.242 | 728.083 | 764.485 | 740.057 | 735.200 |
| VARIANCE | 1233.355 | 1375.876 | 320.192 | 569.551 | 711.996 | 339.223 |
| S.D. | 35.119 | 37.092 | 17.893 | 23.895 | 26.683 | 18.418 |
| N | 34 | 33 | 36 | 35 | 35 | 35 |

| | |
|---|---|
| t NEEDED READING | 1.671 |
| t ACHIEVED READING | 1.5723 |
| t NEEDED LANGUAGE | 1.671 |
| t ACHIEVED LANGUAGE | .9922 |
| t NEEDED MATH | 1.710 |
| t ACHIEVED MATH | 1.6507 |

The sixth hypothesis stated that there would be no significant difference between the levels of achievement of white females who come from a one parent family in the third income group as compared to those of white females who come from a two parent family in the same income group. Due to a low number of students in one of these groups this hypothesis could not be tested.

The seventh hypothesis stated that there would be no significant difference between the levels of achievement of Hispanic males who come from a one parent family in the first income group as compared to those of Hispanic males who come from a two parent family in the same income group. Due to a low number of students in one of these groups this hypothesis could not be tested.

The eighth hypothesis stated that there would be no significant difference between the levels of achievement of Hispanic males who come from a one parent family in the second income group as compared to those of Hispanic males who come from a two parent family in the same income group. The researcher failed to reject the null hypothesis in any of the three sub tests. The findings are summarized below in Table 9.

The ninth hypothesis stated that there would be no significant difference between the levels of achievement of Hispanic males who come from a one parent family in the third income group as compared to those of Hispanic males who come from a two parent family in the same income group. The researcher failed to reject the null hypothesis in any of the three sub tests. The findings are summarized below in Table 10.

Table 9

The levels of achievement of Hispanic males who come from a one parent family in the second income group as compared to those of Hispanic males who come from a two parent family in the same income group

| | TWO PARENT | | | SINGLE PARENT | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 746.157 | 719.000 | 727.918 | 741.000 | 705.454 | 720.500 |
| VARIANCE | 1118.947 | 1594.571 | 301.298 | 787.200 | 865.872 | 244.722 |
| S.D. | 33.450 | 39.932 | 17.357 | 28.057 | 29.425 | 15.643 |
| N | 38 | 36 | 37 | 11 | 11 | 10 |

| | |
|---|---|
| t NEEDED READING | 1.721 |
| t ACHIEVED READING | .5132 |
| t NEEDED LANGUAGE | 1.708 |
| t ACHIEVED LANGUAGE | 1.2213 |
| t NEEDED MATH | 1.740 |
| t ACHIEVED MATH | 1.2990 |

The tenth hypothesis stated that there would be no significant difference between the levels of achievement of Hispanic females who come from a one parent family in the first income group as compared to those of Hispanic females who come from a two parent family in the same income group. Due to a low number of students in one of these groups this hypothesis could not be tested.

Table 10

The levels of achievement of Hispanic males who come from a one parent family in the third income group as compared to those of Hispanic males who come from a two parent family in the same income group

| | TWO PARENT | | | SINGLE PARENT | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 756.695 | 724.909 | 729.500 | 766.400 | 730.090 | 733.166 |
| VARIANCE | 1105.948 | 1052.086 | 292.737 | 366.044 | 635.090 | 125.606 |
| S.D. | 33.255 | 32.435 | 17.109 | 19.132 | 25.200 | 11.207 |
| N | 23 | 22 | 22 | 10 | 11 | 12 |

| | |
|---|---|
| t NEEDED READING | 1.697 |
| t ACHIEVED READING | 1.0545 |
| t NEEDED LANGUAGE | 1.697 |
| t ACHIEVED LANGUAGE | .5044 |
| t NEEDED MATH | 1.697 |
| t ACHIEVED MATH | .7520 |

The eleventh hypothesis stated that there would be no significant difference between the levels of achievement of Hispanic females who come from a one parent family in the second income group as compared to those of Hispanic females who come from a two parent family in the

same income group. The researcher failed to reject the null hypothesis in any of the three sub tests. The findings are summarized below in Table 11.

Table 11

The levels of achievement of Hispanic females who come from a one parent family in the second income group as compared to those of Hispanic females who come from a two parent family in the same income group

| | TWO PARENT | | | SINGLE PARENT | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 743.368 | 721.078 | 724.846 | 738.571 | 713.071 | 722.071 |
| VARIANCE | 1135.211 | 1143.912 | 269.499 | 3178.109 | 1863.917 | 777.764 |
| S.D. | 33.692 | 33.821 | 16.414 | 566.374 | 43.173 | 27.888 |
| N | 38 | 38 | 39 | 14 | 14 | 14 |

| | |
|---|---|
| t NEEDED READING | 1.746 |
| t ACHIEVED READING | 1.2993 |
| t NEEDED LANGUAGE | 1.725 |
| t ACHIEVED LANGUAGE | .6267 |
| t NEEDED MATH | 1.740 |
| t ACHIEVED MATH | .3511 |

The twelfth hypothesis stated that there would be no significant difference between the levels of achievement of Hispanic females who

come from a one parent family in the third income group as compared to those of Hispanic females who come from a two parent family in the same income group. The researcher failed to reject the null hypothesis in any of the three sub tests. The findings are summarized below in Table 12.

The thirteenth through eighteenth hypotheses stated that there would be no significant difference between the levels of achievement of black students who come from one parent families in the various income groups as compared to those of black students who come from two parent families in the same income groups. Due to low numbers of students in each of these groups these hypotheses could not be tested.

Comparisons of the achievement of children within the same income groups to children of differing ethnic groups all from one parent families

The nineteenth hypothesis stated that there would be no significant differences among the levels of achievement of white, Hispanic, and black males who reside in one parent homes of the first income group. Due to a low number of students in two of these groups this hypothesis could not be tested.

Table 12

The levels of achievement of Hispanic females who come from a one parent family in the third income group as compared to those of Hispanic females who come from a two parent family in the same income group

| | TWO PARENT | | | SINGLE PARENT | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 762.909 | 739.818 | 737.000 | 741.000 | 729.857 | 725.000 |
| VARIANCE | 1038.491 | 1098.363 | 169.399 | 2070.400 | 2229.143 | 472.333 |
| S.D. | 32.225 | 33.141 | 13.399 | 45.501 | 47.213 | 21.733 |
| N | 11 | 11 | 11 | 6 | 7 | 7 |

| | |
|---|---|
| t NEEDED READING | 1.833 |
| t ACHIEVED READING | 1.0451 |
| t NEEDED LANGUAGE | 1.796 |
| t ACHIEVED LANGUAGE | .4870 |
| t NEEDED MATH | 1.812 |
| t ACHIEVED MATH | 1.3182 |

The twentieth hypothesis stated that there would be no significant differences among the levels of achievement of white, Hispanic, and black males who reside in one parent homes of the second income group. Due to a low number of black students differences were examined only between white and Hispanic students. The researcher failed to reject the hypothesis in the subtest area of reading, but rejected the null

hypothesis in the subtest areas of language and mathematics. In each of these two subtest areas the white students scored significantly higher than the Hispanic students. The findings are summarized below in Table 13.

The twenty first hypothesis stated that there would be no significant differences among the levels of achievement of white, Hispanic, and black males who reside in one parent homes of the third income group. Due to a low number of black students differences were examined only between white and Hispanic students. The researcher failed to reject the null hypothesis in all three of the subtest areas. The findings are summarized below in Table 14.

The twenty second hypothesis stated that there would be no significant differences among the levels of achievement of white, Hispanic, and black females who reside in one parent homes of the first income group. Due to a low number of students in each of these groups this hypothesis could not be tested.

The twenty third hypothesis stated that there would be no significant differences among the levels of achievement of white, Hispanic, and black females who reside in one parent homes of the second income

Table 13

The levels of achievement of white and Hispanic males who reside in one parent homes of the second income group.

| | HISPANIC | | | WHITE | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 741.000 | 705.454 | 720.500 | 758.105 | 727.368 | 733.789 |
| VARIANCE | 787.200 | 865.872 | 244.722 | 1193.543 | 1269.801 | 166.619 |
| S.D. | 28.057 | 29.425 | 15.643 | 34.547 | 35.634 | 12.908 |
| N | 11 | 11 | 10 | 19 | 19 | 19 |

| | |
|---|---|
| t NEEDED READING | 1.703 |
| t ACHIEVED READING | 1.4756 |
| t NEEDED LANGUAGE | 1.703 |
| t ACHIEVED LANGUAGE | 1.8164 |
| t NEEDED MATH | 1.740 |
| t ACHIEVED MATH | 2.3050 |

group. Due to a low number of black students differences were examined only between white and Hispanic students. The researcher failed to reject the hypothesis in the subtest areas of reading and mathematics, but rejected the null hypothesis in the subtest area of language. In this subtest area the white students scored significantly higher than the Hispanic students. The findings are summarized below in Table 15.

Table 14

The levels of achievement of white and Hispanic males who reside in one parent homes of the third income group.

| | HISPANIC | | | WHITE | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 766.400 | 730.090 | 733.166 | 759.142 | 732.615 | 734.692 |
| VARIANCE | 366.044 | 635.090 | 125.606 | 1690.285 | 1391.423 | 688.230 |
| S.D. | 19.132 | 25.200 | 11.207 | 41.113 | 37.301 | 26.234 |
| N | 10 | 11 | 12 | 14 | 13 | 13 |

| | |
|---|---|
| t NEEDED READING | 1.721 |
| t ACHIEVED READING | .5786 |
| t NEEDED LANGUAGE | 1.714 |
| t ACHIEVED LANGUAGE | .1967 |
| t NEEDED MATH | 1.740 |
| t ACHIEVED MATH | .1916 |

The twenty fourth hypothesis stated that there would be no significant differences among the levels of achievement of white, Hispanic, and black females who reside in one parent homes of the third income group. Due to a low number of black students differences were examined only between white and Hispanic students. The researcher

Table 15

The levels of achievement of white and Hispanic females who reside in one parent homes of the second income group.

| | HISPANIC | | | WHITE | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 738.571 | 713.071 | 722.071 | 764.485 | 740.057 | 735.200 |
| VARIANCE | 3178.109 | 1863.917 | 777.764 | 569.551 | 711.996 | 339.223 |
| S.D. | 56.374 | 43.173 | 27.888 | 23.865 | 26.683 | 18.418 |
| N | 14 | 14 | 14 | 35 | 35 | 35 |

| | |
|---|---|
| t NEEDED READING | 1.753 |
| t ACHIEVED READING | 1.6614 |
| t NEEDED LANGUAGE | 1.734 |
| t ACHIEVED LANGUAGE | 2.1782 |
| t NEEDED MATH | 1.734 |
| t ACHIEVED MATH | 1.6253 |

failed to reject the null hypothesis in all three of the subtest areas. The findings are summarized below in Table 16.

Table 16

The levels of achievement of white and Hispanic females who reside in one parent homes of the third income group.

| | HISPANIC | | | WHITE | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 741.000 | 729.857 | 725.000 | 768.588 | 739.062 | 730.705 |
| VARIANCE | 2070.400 | 2229.143 | 472.333 | 434.507 | 664.062 | 544.845 |
| S.D. | 45.501 | 47.213 | 21.733 | 20.844 | 25.769 | 23.341 |
| N | 6 | 7 | 7 | 17 | 16 | 17 |

| | |
|---|---|
| t NEEDED READING | 1.943 |
| t ACHIEVED READING | 1.4330 |
| t NEEDED LANGUAGE | 1.860 |
| t ACHIEVED LANGUAGE | .4852 |
| t NEEDED MATH | 1.761 |
| t ACHIEVED MATH | .5719 |

Comparisons of the achievement of children within the same income

groups to children of differing ethnic groups all from two parent families

The twenty fifth hypothesis stated that there would be no significant differences among the levels of achievement of white, Hispanic, and black males who reside in two parent homes of the first income group. Due to a low number of black students differences were examined only between white and Hispanic students. The researcher failed to reject the null hypothesis in all three of the subtest areas. The findings are summarized below in Table 17.

The twenty sixth hypothesis stated that there would be no significant differences among the levels of achievement of white, Hispanic, and black males who reside in two parent homes of the second income group. Due to a low number of black students differences were examined only between white and Hispanic students. The researcher failed to reject the null hypothesis in the subtest areas language and mathematics, but rejected the null hypothesis in the subtest area of reading in that white students scored significantly higher than did the Hispanic students. The findings are summarized below in Table 18.

The twenty seventh hypothesis stated that there would be no significant differences among the levels of achievement of white, Hispanic, and black males who reside in two parent homes of the third

income group. Due to a low number of black students differences were examined only between white and Hispanic students. The researcher failed to reject the null hypothesis in all three of the subtest areas. The findings are summarized below in Table 19.

Table 17

The levels of achievement of white and Hispanic males who reside in two parent homes of the first income group.

| | HISPANIC | | | WHITE | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 745.714 | 709.857 | 727.857 | 752.799 | 723.400 | 723.000 |
| VARIANCE | 2588.571 | 3172.1433 | 294.143 | 1426.700 | 2321.299 | 274.000 |
| S.D. | 50.878 | 56.321 | 17.150 | 37.639 | 48.179 | 16.552 |
| N | 7 | 7 | 7 | 5 | 5 | 4 |

| | |
|---|---|
| t NEEDED READING | 1.782 |
| t ACHIEVED READING | .2772 |
| t NEEDED LANGUAGE | 1.782 |
| t ACHIEVED LANGUAGE | .4471 |
| t NEEDED MATH | 1.833 |
| t ACHIEVED MATH | .4620 |

Table 18

The levels of achievement of white and Hispanic males who reside in two parent homes of the second income group.

| | HISPANIC | | | WHITE | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 746.157 | 712.000 | 727.918 | 761.138 | 725.657 | 730.685 |
| VARIANCE | 1118.947 | 1594.5713 | 301.298 | 1390.294 | 1350.526 | 462.104 |
| S.D. | 33.450 | 39.932 | 17.357 | 37.286 | 36.749 | 21.496 |
| N | 38 | 36 | 37 | 36 | 35 | 35 |

| | |
|---|---|
| t NEEDED READING | 1.671 |
| t ACHIEVED READING | 1.8162 |
| t NEEDED LANGUAGE | 1.671 |
| t ACHIEVED LANGUAGE | .7312 |
| t NEEDED MATH | 1.671 |
| t ACHIEVED MATH | .5988 |

The twenty eighth hypothesis stated that there would be no significant differences among the levels of achievement of white, Hispanic, and black females who reside in two parent homes of the first income group. Due to a low number of black students differences were examined only between white and Hispanic students. The researcher

failed to reject the null hypothesis in all three of the subtest areas. The findings are summarized below in Table 20.

Table 19

The levels of achievement of white and Hispanic males who reside in two parent homes of the third income group.

| | HISPANIC | | | WHITE | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 756.695 | 724.909 | 729.500 | 764.851 | 731.000 | 732.444 |
| VARIANCE | 1105.948 | 1052.0863 | 292.737 | 983.438 | 1097.679 | 139.179 |
| S.D. | 33.255 | 32.435 | 17.109 | 31.359 | 33.131 | 11.797 |
| N | 23 | 22 | 22 | 27 | 26 | 27 |

| | |
|---|---|
| t NEEDED READING | 1.684 |
| t ACHIEVED READING | .8872 |
| t NEEDED LANGUAGE | 1.684 |
| t ACHIEVED LANGUAGE | .6419 |
| t NEEDED MATH | 1.684 |
| t ACHIEVED MATH | .6853 |

The twenty ninth hypothesis stated that there would be no significant differences among the levels of achievement of white, Hispanic, and black females who reside in two parent homes of the second income

group. In the subtest area of reading the researcher rejected the null hypothesis in that black females scored significantly higher than

Table 20

The levels of achievement of white and Hispanic females who reside in two parent homes of the first income group.

| | HISPANIC | | | WHITE | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 743.750 | 714.000 | 721.555 | 743.000 | 726.500 | 723.000 |
| VARIANCE | 256.500 | 1457.333 | 491.528 | 74.000 | 600.333 | 162.000 |
| S.D. | 16.015 | 38.175 | 22.179 | 8.602 | 24.501 | 12.727 |
| N | 8 | 7 | 9 | 4 | 4 | 4 |

| | |
|---|---|
| t NEEDED READING | 1.782 |
| t ACHIEVED READING | .1055 |
| t NEEDED LANGUAGE | 1.796 |
| t ACHIEVED LANGUAGE | .6604 |
| t NEEDED MATH | 1.782 |
| t ACHIEVED MATH | .1481 |

Table 21

The levels of achievement of white, black and Hispanic females who reside in two parent homes of the second income group.

| GROUP | N | MEAN | VAR | S.D. | SIG? |
|---|---|---|---|---|---|
| READING | | | | | |
| HISPANIC | 38 | 743.37 | 1135.21 | 33.69 | B/W YES |
| WHITE | 24 | 753.09 | 1233.36 | 35.12 | B/H YES |
| BLACK | 10 | 756.7 | 435.57 | 20.87 | W/H YES |
| LANGUAGE | | | | | |
| HISPANIC | 38 | 721.08 | 1143.91 | 33.82 | B/W NO |
| WHITE | 33 | 732.24 | 1375.88 | 37.09 | W/H YES |
| BLACK | 10 | 731.1 | 718.54 | 26.81 | B/H YES |
| MATHEMATICS | | | | | |
| HISPANIC | 39 | 724.85 | 269.45 | 16.41 | B/W YES |
| WHITE | 36 | 728.08 | 320.19 | 17.89 | B/H YES |
| BLACK | 10 | 730.30 | 208.90 | 14.45 | W/H YES |

did white females, and white females scored significantly higher than did Hispanic females. In the subtest area of language both black and white females scored significantly higher than did Hispanic females.

but no significant differences were found between the scores of black and white females. In the subtest area of mathematics the researcher rejected the null hypothesis in that black females scored significantly higher than did white females, and white females scored significantly higher than did Hispanic females. The findings are summarized above in Tables 21.

The thirtieth hypothesis stated that there would be no significant difference between the levels of achievement of white, Hispanic, and black females who reside in two parent homes of the third income group. Due to a low number of students in two of these groups this hypothesis could not be tested.

Comparisons of the achievement of children within the same ethnic groups to children of differing income groups all from one parent families

The thirty first hypothesis stated that there would be no significant differences among the levels of achievement of white males who reside in one parent homes of the three income groups. Due to a low number of students in the first income group, differences were only examined between the upper two income groups. The researcher failed to reject the null hypothesis in all three of the subtest areas. The findings are summarized below in Table 22.

Table 22

The levels of achievement of white males who reside in one parent homes of the second and third income group.

| | SECOND INCOME GROUP | | | THIRD INCOME GROUP | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 758.105 | 727.368 | 733.789 | 759.142 | 732.423 | 734.692 |
| VARIANCE | 1193.543 | 1269.801 | 166.619 | 1690.285 | 1391.423 | 688.230 |
| S.D. | 34.547 | 35.634 | 12.908 | 41.113 | 37.301 | 26.234 |
| N | 19 | 19 | 19 | 14 | 13 | 13 |

| | |
|---|---|
| t NEEDED READING | 1.703 |
| t ACHIEVED READING | .0766 |
| t NEEDED LANGUAGE | 1.7903 |
| t ACHIEVED LANGUAGE | .3979 |
| t NEEDED MATH | 1.703 |
| t ACHIEVED MATH | .1149 |

The thirty second hypothesis stated that there would be no significant differences among the levels of achievement of Hispanic males who reside in one parent homes of the three income groups. Due to a low number of students in the first income group, differences were only

examined between the upper two income groups. The researcher rejected the null hypothesis in all three of the subtest areas in that students from the third income group scored significantly higher in all subtest areas than did students from the second income group. The findings are summarized below in Table 23.

Table 23

The levels of achievement of Hispanic males who reside in one parent homes of the second and third income group.

| | SECOND INCOME GROUP | | | THIRD INCOME GROUP | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 741.000 | 705.454 | 720.500 | 766.400 | 730.093 | 733.166 |
| VARIANCE | 787.200 | 865.872 | 244.722 | 366.044 | 635.090 | 125.606 |
| S.D. | 28.057 | 29.425 | 15.643 | 19.132 | 25.200 | 11.207 |
| N | 11 | 11 | 10 | 10 | 11 | 12 |

| | |
|---|---|
| t NEEDED READING | 1.729 |
| t ACHIEVED READING | 2.4422 |
| t NEEDED LANGUAGE | 1.7921 |
| t ACHIEVED LANGUAGE | 2.1090 |
| t NEEDED MATH | 1.740 |
| t ACHIEVED MATH | 2.1429 |

The thirty third hypothesis stated that there would be no significant

differences among the levels of achievement of black males who reside in one parent homes of the three income groups. Due to a low number of black, male students this hypothesis could not be tested

The thirty fourth hypothesis stated that there would be no significant differences among the levels of achievement of white females who reside in one parent homes of the three income groups. Due to a low number of students in the first income group, differences were only examined between the upper two income groups. The researcher failed to reject the null hypothesis in all three of the subtest areas. The findings are summarized below in Table 24.

The thirty fifth hypothesis stated that there would be no significant differences among the levels of achievement of Hispanic females who reside in one parent homes of the three income groups. Due to a low number of students in the first income group, differences were only examined between the upper two income groups. The researcher failed to reject the null hypothesis in all three of the subtest areas. The findings are summarized below in Table 24.

The thirty sixth hypothesis stated that there would be no significant differences among the levels of achievement of black females who reside in one parent homes of the three income groups. Due to a low number of black, male students this hypothesis could not be tested.

Table 24

The levels of achievement of white females who reside in one parent homes of the second and third income group.

| | SECOND INCOME GROUP | | | THIRD INCOME GROUP | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 764.485 | 740.057 | 735.200 | 768.588 | 739.062 | 730.705 |
| VARIANCE | 569.551 | 711.996 | 339.223 | 434.507 | 664.062 | 544.845 |
| S.D. | 23.865 | 26.683 | 18.418 | 20.844 | 25.769 | 23.341 |
| N | 35 | 35 | 35 | 17 | 16 | 17 |

| | |
|---|---|
| t NEEDED READING | 1.684 |
| t ACHIEVED READING | .6343 |
| t NEEDED LANGUAGE | 1.6971 |
| t ACHIEVED LANGUAGE | .1264 |
| t NEEDED MATH | 1.697 |
| t ACHIEVED MATH | .6955 |

Comparisons of the achievement of children within the same ethnic groups to children of differing income groups all from two parent families

The thirty seventh hypothesis stated that there would be no significant differences among the levels of achievement of white males

who reside in two parent homes of the three income groups. The researcher rejected the null hypothesis in the subtest area of reading in that the third income group scored significantly higher than the second income group, and the second income group scored significantly higher than the first income group. In the subtest area of language

Table 25

The levels of achievement of Hispanic females who reside in one parent homes of the second and third income group.

| | SECOND INCOME GROUP | | | THIRD INCOME GROUP | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 738.572 | 713.071 | 722.071 | 741.000 | 729.857 | 725.000 |
| VARIANCE | 3178.109 | 1863.917 | 777.764 | 2070.400 | 2229.143 | 472.333 |
| S.D. | 56.374 | 43.173 | 27.888 | 45.501 | 47.213 | 21.733 |
| N | 14 | 14 | 14 | 6 | 7 | 7 |

| | |
|---|---|
| t NEEDED READING | 1.761 |
| t ACHIEVED READING | .1015 |
| t NEEDED LANGUAGE | 1.7711 |
| t ACHIEVED LANGUAGE | .7898 |
| t NEEDED MATH | 1.734 |
| t ACHIEVED MATH | .2640 |

the third income group scored significantly higher than both the

second and the first income group, but there was no significant difference between the scores of the second income group and the first income group. The researcher rejected the null hypothesis in the subtest area of mathematics in that the third income group scored significantly higher than the second income group, and the second income group scored significantly higher than the first income group. The findings are summarized below in Table 26.

The thirty eighth hypothesis stated that there would be no significant differences among the levels of achievement of Hispanic males who reside in two parent homes of the three income groups. In the subtest area of reading it was found that the third income group scored significantly higher than both the second income group and the first income group. No significant difference was found between the scores of the first income group and the second income group. In the subtest area of language the researcher rejected the null hypothesis in that the third income group scored significantly higher than both the second and the first income group, and the second income group scored

significantly higher than the first income group. In the subtest area of mathematics it was found that the third income group scored significantly higher than both the second income group and the first income group. No significant difference was found between the scores of the first income group and the second income group. The findings are summarized below in Table 27.

Table 26

The levels of achievement of white males who reside in two parent homes of the three income group.

| GROUP | N | MEAN | VAR | S.D. | SIG? |
|---|---|---|---|---|---|
| READING | | | | | |
| 1st GROUP | 5 | 752.80 | 1416.70 | 37.64 | 3/1 YES |
| 2nd GROUP | 36 | 761.14 | 1390.29 | 37.29 | 2/1 YES |
| 3rd GROUP | 27 | 764.85 | 983.44 | 31.36 | 3/2 YES |
| LANGUAGE | | | | | |
| 1st GROUP | 5 | 723.40 | 2321.30 | 48.18 | 3/1 YES |
| 2nd GROUP | 35 | 725.66 | 1350.53 | 36.75 | 2/1 NO |
| 3rd GROUP | 26 | 731.00 | 1097.68 | 33.13 | 3/2 YES |
| MATHEMATICS | | | | | |
| 1st GROUP | 4 | 723.00 | 274.00 | 16.55 | 3/1 YES |
| 2nd GROUP | 35 | 730.69 | 462.10 | 21.50 | 2/1 YES |
| 3rd GROUP | 27 | 732.44 | 139.18 | 11.80 | 3/2 YES |

The thirty ninth hypothesis stated that there would be no significant differences among the levels of achievement of black males who reside in two parent homes of the three income groups. Due to a low number of black, male students this hypothesis could not be tested.

The fortieth hypothesis stated that there would be no significant differences among the levels of achievement of white females who reside in two parent homes of the three income groups. Due to a low number of female students in two of the income groups this hypothesis could not be tested

The forty first hypothesis stated that there would be no significant differences among the levels of achievement of Hispanic females who reside in two parent homes of the three income groups. In the subtest area of reading it was found that the third income group scored significantly higher than both the second income group and the first income group. No significant difference was found between the scores of the first income group and the second income group. In the subtest area of language the researcher rejected the null hypothesis in that the third income group scored significantly higher than both the second and the first income group, and the second income group scored significantly higher than the first income group. In the subtest area of mathematics the researcher rejected the null hypothesis in that the

Table 27

The levels of achievement of Hispanic males who reside in two parent homes of the three income groups.

| GROUP | N | MEAN | VAR | S.D. | SIG? |
|---|---|---|---|---|---|
| READING | | | | | |
| 1st GROUP | 7 | 745.71 | 2588.57 | 50.88 | 3/1 YES |
| 2nd GROUP | 38 | 746.16 | 1118.95 | 33.45 | 2/1 NO |
| 3rd GROUP | 23 | 756.70 | 1105.95 | 33.26 | 3/2 YES |
| LANGUAGE | | | | | |
| 1st GROUP | 7 | 709.866 | 3172.14 | 56.32 | 3/1 YES |
| 2nd GROUP | 36 | 719.00 | 1594.57 | 39.93 | 2/1 YES |
| 3rd GROUP | 22 | 724.91 | 1052.09 | 32.44 | 3/2 YES |
| MATHEMATICS | | | | | |
| 1st GROUP | 7 | 727.86 | 294.14 | 17.15 | 3/1 YES |
| 2nd GROUP | 37 | 727.92 | 301.30 | 17.36 | 2/1 NO |
| 3rd GROUP | 22 | 729.50 | 292.74 | 17.11 | 3/2 YES |

third income group scored significantly higher than both the second and the first income group, and the second income group scored

significantly higher than the first income group. The findings are summarized below in Table 28.

The forty second hypothesis stated that there would be no significant differences among the levels of achievement of black females who reside in two parent homes of the three income groups. Due to a low number of black, female students in two of the income groups this hypothesis could not be tested.

Comparisons of male to female children from one parent families within the same income group

The forty third hypothesis stated that there would be no significant differences between the levels of achievement of white males as compared to white females, both of whom reside in one parent homes of the first income group. Due to a low number of female students in this income group this hypothesis could not be tested.

The forty fourth hypothesis stated that there would be no significant differences between the levels of achievement of Hispanic males as compared to Hispanic females, both of whom reside in one parent homes of the first income group. Due to a low number of students in both of these income groups this hypothesis could not be tested.

Table 28

The levels of achievement of Hispanic females who reside in two parent homes of the three income groups.

| GROUP | N | MEAN | VAR | S.D. | SIG? |
|---|---|---|---|---|---|
| READING | | | | | |
| 1st GROUP | 8 | 743.75 | 256.50 | 16.02 | 3/1 YES |
| 2nd GROUP | 38 | 743.37 | 1135.21 | 33.69 | 2/1 NO |
| 3rd GROUP | 11 | 762.91 | 1038.49 | 32.23 | 3/2 YES |
| LANGUAGE | | | | | |
| 1st GROUP | 7 | 714.006 | 1457.33 | 38.18 | 3/1 YES |
| 2nd GROUP | 38 | 721.08 | 1143.91 | 33.82 | 2/1 YES |
| 3rd GROUP | 11 | 739.82 | 1098.36 | 33.14 | 3/2 YES |
| MATHEMATICS | | | | | |
| 1st GROUP | 9 | 721.56 | 491.53 | 22.17 | 3/1 YES |
| 2nd GROUP | 39 | 724.85 | 269.45 | 16.41 | 2/1 YES |
| 3rd GROUP | 11 | 7237.00 | 169.40 | 13.02 | 3/2 YES |

The forty fifth hypothesis stated that there would be no significant

differences between the levels of achievement of black males as compared to black females, both of whom reside in one parent homes of the first income group. Due to a low number of students in both of these income groups this hypothesis could not be tested.

The forty sixth hypothesis stated that there would be no significant differences between the levels of achievement of white males as compared to white females, both of whom reside in one parent homes of the second income group. The researcher failed to reject the null hypothesis in any of the three subtest areas. The findings are summarized below in Table 29.

The forty seventh hypothesis stated that there would be no significant differences between the levels of achievement of Hispanic males as compared to Hispanic females, both of whom reside in one parent homes of the second income group. The researcher failed to reject the null hypothesis in any of the three subtest areas. The findings are summarized below in Table 30.

The forty eighth hypothesis stated that there would be no significant differences between the levels of achievement of black males as compared to black females, both of whom reside in one parent homes of the second income group. Due to a low number of students in both of these income groups this hypothesis could not be tested.

Table 29

A comparison of the levels of achievement of white males and white females who reside in one parent homes of the second income group.

| | MALES | | | FEMALES | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 758.105 | 727.368 | 733.789 | 764.485 | 740.057 | 735.200 |
| VARIANCE | 1193.543 | 1269.801 | 166.619 | 569.551 | 711.996 | 339.223 |
| S.D. | 34.547 | 35.634 | 12.908 | 23.865 | 26.683 | 18.418 |
| N | 19 | 19 | 19 | 35 | 35 | 35 |
| t NEEDED READING | | | 1.699 | | | |
| t ACHIEVED READING | | | .7174 | | | |
| t NEEDED LANGUAGE | | | 1.697 | | | |
| t ACHIEVED LANGUAGE | | | 1.3590 | | | |
| t NEEDED MATH | | | 1.684 | | | |
| t ACHIEVED MATH | | | .3282 | | | |

The forty ninth hypothesis stated that there would be no significant differences between the levels of achievement of white males as compared to white females, both of whom reside in one parent homes of the third income group. The researcher failed to reject the null hypothesis in any of the three subtest areas. The findings are

summarized below in Table 31.

Table 30

A comparison of the levels of achievement of Hispanic males and females who reside in one parent homes of the second income group.

| | MALES | | | FEMALES | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 741.000 | 705.454 | 720.509 | 738.571 | 713.071 | 722.071 |
| VARIANCE | 787.200 | 865.872 | 244.722 | 3178.109 | 1863.917 | 777.764 |
| S.D. | 28.057 | 29.425 | 15.643 | 56.374 | 43.173 | 27.888 |
| N | 11 | 11 | 10 | 14 | 14 | 14 |
| t NEEDED READING | | | 1.721 | | | |
| t ACHIEVED READING | | | .1405 | | | |
| t NEEDED LANGUAGE | | | 1.711 | | | |
| t ACHIEVED LANGUAGE | | | .5233 | | | |
| t NEEDED MATH | | | 1.714 | | | |
| t ACHIEVED MATH | | | .1572 | | | |

The forty ninth hypothesis stated that there would be no significant differences between the levels of achievement of white males as compared to white females, both of whom reside in one parent homes of the third income group. The researcher failed to reject the null

hypothesis in any of the three subtest areas. The findings are summarized below in Table 31.

Table 31

A comparison of the levels of achievement of white males and white females who reside in one parent homes of the third income group.

| | MALES | | | FEMALES | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 759.142 | 732.615 | 734.692 | 768.588 | 739.062 | 730.705 |
| VARIANCE | 1690.285 | 1391.423 | 688.239 | 434.507 | 664.062 | 544.845 |
| S.D. | 41.113 | 37.301 | 26.234 | 20.844 | 25.769 | 23.341 |
| N | 14 | 13 | 13 | 17 | 16 | 17 |

| | |
|---|---|
| t NEEDED READING | 1.729 |
| t ACHIEVED READING | .7809 |
| t NEEDED LANGUAGE | 1.717 |
| t ACHIEVED LANGUAGE | .5290 |
| t NEEDED MATH | 1.106 |
| t ACHIEVED MATH | .4324 |

The fiftieth hypothesis stated that there would be no significant differences between the levels of achievement of Hispanic males as

compared to Hispanic females, both of whom reside in one parent homes of the third income group. The researcher failed to reject the null hypothesis in any of the three subtest areas. The findings are summarized below in Table 32.

Table 32

A comparison of the levels of achievement of Hispanic males and females who reside in one parent homes of the third income group.

| | MALES | | | FEMALES | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 766.400 | 730.090 | 733.166 | 741.000 | 729.857 | 725.000 |
| VARIANCE | 366.044 | 635.090 | 125.606 | 2070.400 | 2229.143 | 472.333 |
| S.D. | 19.132 | 25.200 | 11.207 | 45.501 | 47.213 | 21.733 |
| N | 10 | 11 | 12 | 6 | 7 | 7 |

| | |
|---|---|
| t NEEDED READING | 1.895 |
| t ACHIEVED READING | 1.3001 |
| t NEEDED LANGUAGE | 1.833 |
| t ACHIEVED LANGUAGE | .0121 |
| t NEEDED MATH | 1.833 |
| t ACHIEVED MATH | .9250 |

The fifty first hypothesis stated that there would be no significant

differences between the levels of achievement of black males as compared to black females, both of whom reside in one parent homes of the third income group. Due to a low number of students in both of these income groups this hypothesis could not be tested.

Comparisons of male to female children from two parent families within the same income group

The fifty second hypothesis stated that there would be no significant differences between the levels of achievement of white males as compared to white females, both of whom reside in two parent homes of the first income group. Due to a low number of female students in this income group this hypothesis could not be tested.

The fifty third hypothesis stated that there would be no significant differences between the levels of achievement of Hispanic males as compared to Hispanic females, both of whom reside in two parent homes of the first income group. The researcher failed to reject the null hypothesis in any of the three subtest areas. The findings are summarized below in Table 33.

The fifty fourth hypothesis stated that there would be no significant

differences between the levels of achievement of black males as compared to black females, both of whom reside in two parent homes of the first income group. Due to a low number of male students in this income group this hypothesis could not be tested.

Table 33

A comparison of the levels of achievement of Hispanic males and females who reside in two parent homes of the first income group.

| | MALES | | | FEMALES | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 745.714 | 709.857 | 727.857 | 743.750 | 714.000 | 721.555 |
| VARIANCE | 2588.714 | 3172.143 | 294.143 | 256.500 | 1457.333 | 491.528 |
| S.D. | 50.878 | 56.321 | 17.150 | 16.015 | 38.175 | 22.170 |
| N | 7 | 7 | 7 | 8 | 7 | 9 |

| | |
|---|---|
| t NEEDED READING | 1.895 |
| t ACHIEVED READING | .0980 |
| t NEEDED LANGUAGE | 1.782 |
| t ACHIEVED LANGUAGE | .1611 |
| t NEEDED MATH | 1.746 |
| t ACHIEVED MATH | .6410 |

The fifty fifth hypothesis stated that there would be no significant

differences between the levels of achievement of white males as compared to white females, both of whom reside in two parent homes of the second income group. The researcher failed to reject the null hypothesis in any of the three subtest areas. The findings are summarized below in Table 34.

Table 34

A comparison of the levels of achievement of white males and white females who reside in two parent homes of the second income group.

| | MALES | | | FEMALES | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 761.138 | 725.657 | 730.685 | 753.088 | 732.242 | 728.083 |
| VARIANCE | 11390.294 | 1350.526 | 462.104 | 1233.355 | 1375.876 | 320.192 |
| S.D. | 37.286 | 36.749 | 21.496 | 35.119 | 37.092 | 17.893 |
| N | 36 | 35 | 53 | 34 | 33 | 36 |

| | |
|---|---|
| t NEEDED READING | 1.671 |
| t ACHIEVED READING | .9302 |
| t NEEDED LANGUAGE | 1.671 |
| t ACHIEVED LANGUAGE | .7350 |
| t NEEDED MATH | 1.671 |
| t ACHIEVED MATH | .5536 |

The fifty sixth hypothesis stated that there would be no significant differences between the levels of achievement of Hispanic males as compared to Hispanic females, both of whom reside in two parent homes

Table 35

A comparison of the levels of achievement of Hispanic males and females who reside in two parent homes of the second income group.

| | MALES | | | FEMALES | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 746.157 | 719.000 | 727.918 | 743.368 | 721.078 | 724.846 |
| VARIANCE | 1118.947 | 1594.571 | 301.298 | 1135.211 | 1143.912 | 269.449 |
| S.D. | 33.458 | 39.932 | 17.357 | 33.692 | 33.821 | 16.414 |
| N | 38 | 36 | 37 | 38 | 38 | 39 |

| | |
|---|---|
| t NEEDED READING | 1.671 |
| t ACHIEVED READING | .3622 |
| t NEEDED LANGUAGE | 1.671 |
| t ACHIEVED LANGUAGE | .2410 |
| t NEEDED MATH | 1.671 |
| t ACHIEVED MATH | .7920 |

of the second income group. The researcher failed to reject the null hypothesis in any of the three subtest areas. The findings are

summarized in Table 35.

The fifty seventh hypothesis stated that there would be no significant differences between the levels of achievement of black males as compared to black females, both of whom reside in two parent homes of the second income group. Due to a low number of male students in this income group this hypothesis could not be tested.

The fifty eighth hypothesis stated that there would be no significant differences between the levels of achievement of white males as compared to white females, both of whom reside in two parent homes of the third income group. Due to a low number of female students in this income group this hypothesis could not be tested.

The fifty ninth hypothesis stated that there would be no significant differences between the levels of achievement of Hispanic males as compared to Hispanic females, both of whom reside in two parent homes of the third income group. The researcher failed to reject the null hypothesis in any of the three subtest areas. The findings are summarized below in Table 36.

The sixtieth hypothesis stated that there would be no significant differences between the levels of achievement of black males as compared to black females, both of whom reside in two parent homes of

the third income group. Due to a low number of students in this income group this hypothesis could not be tested.

Table 36

A comparison of the levels of achievement of Hispanic males and females who reside in two parent homes of the third income group.

| | MALES | | | FEMALES | | |
|---|---|---|---|---|---|---|
| | READ | LANG | MATH | READ | LANG | MATH |
| MEAN | 756.695 | 724.909 | 729.500 | 762.909 | 739.818 | 737.000 |
| VARIANCE | 1105.948 | 1052.086 | 292.737 | 1038.491 | 1098.363 | 169.399 |
| S.D. | 33.255 | 32.435 | 17.109 | 32.225 | 33.141 | 13.015 |
| N | 23 | 22 | 22 | 11 | 11 | 11 |

| | |
|---|---|
| t NEEDED READING | 1.717 |
| t ACHIEVED READING | .5205 |
| t NEEDED LANGUAGE | 1.721 |
| t ACHIEVED LANGUAGE | 1.2269 |
| t NEEDED MATH | 1.701 |
| t ACHIEVED MATH | 1.3998 |

# CHAPTER 4

## Summary, Conclusions and Implications

### Summary

The problem of this study was to determine if significant differences exist between the degree of academic achievement of tenth grade students who currently reside in one parent/ guardian homes as compared to those who reside in two parent/guardian homes when students are grouped by sex, total family income, and ethnicity. Subproblems were to determine if significant differences in academic achievement exist within the various groups consisting of the students in the single parent/guardian group and the two parent/guardian group dependent upon the ethnic identity of the student and if significant differences in academic achievement exist within the various groups consisting of the students in the single parent/guardian group and the two parent/guardian group dependent upon the sex of the student. Academic success was determined by the mean scores on the California Test of Basic Skills (CTBS) in the areas of total reading, total language and total mathematics.

The data were collected at Fontana High School in Fontana, California. The entire population of tenth grade students was selected for the study for whom test scores were available and were

currently enrolled in a regular English class. While students were not obligated to complete the survey forms the rate of response was over ninety percent. Forms which were improperly filled out or which contained incomplete data were eliminated from the study.

Findings

From the results of the data analysis and interpretation, the following findings are presented. Findings are reported as they pertain to each of the hypotheses where a significant difference was found.

Hypothesis 20 revealed that white males from one parent families in the second income group scored significantly higher in both language and mathematics than did a similar group of Hispanic males.

Hypothesis 23 revealed that white females from one parent families in the second income group scored significantly higher in both reading and mathematics than did a similar group of Hispanic females.

Hypothesis 26 revealed that white males from two parent families in the second income group scored significantly higher in reading than did a similar group of Hispanic males.

Hypothesis 29 revealed that black females from two parent families in the second income group scored significantly higher in reading than

did similar groups of white and Hispanic females and that white females scored significantly higher than did Hispanics. In language, both black and white females scored significantly higher than did Hispanic females, although no significant differences were found between the scores of black and white females. In mathematics black females scored significantly higher in reading than did white and Hispanic females and white females scored significantly higher than did Hispanics.

Hypothesis 32 revealed that Hispanic males from one parent families in the third income group scored significantly higher in all subtest areas than did Hispanic males from the second income group.

Hypothesis 37 revealed that white males from two parent families in the third income group scored significantly higher in all subtest areas than did white males from the other income groups. It was further revealed that white males from two parent families in the second income group scored significantly higher in the subtest areas of reading and mathematics than did white males from the first income group.

Hypothesis 38 revealed that Hispanic males from two parent families in the third income group scored significantly higher in all subtest areas than did white males from the other income groups. It was further revealed that Hispanic males from two parent families in the second income group scored significantly higher in the subtest area of

language than did Hispanic males from the first income group.

Hypothesis 41 revealed that Hispanic females from two parent families in the third income group scored significantly higher in all subtest areas than did Hispanic females from the other income groups. It was further revealed that Hispanic females from two parent families in the second income group scored significantly higher in the subtest areas of language and mathematics than did Hispanic females from the first income group.

Conclusions

From the analysis of the data collected it can be concluded that when controls are inserted for familial income there are no significant differences in the academic achievement levels in any of the areas tested between male and female students of either white or Hispanic origin. There were insufficient data to draw any similar conclusions for black students.

It can be concluded that when controls are inserted for familial income level there are no significant differences in the academic achievement levels of white students in any of the areas tested between those residing in one parent homes and those residing in two parent homes.

It can be concluded that when controls are inserted for familial



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income level there are no significant differences in the academic achievement levels of Hispanic students in any of the areas tested between those residing in one parent homes and those residing in two parent homes.

It can be concluded that significant differences do exist among the achievement levels of students from different ethnic groups within the second income group. No significant differences were noted along ethnic lines for students in the third income group. There were insufficient data to draw any conclusions for students of the first income group.

It can be concluded that familial income level is a very significant factor in the academic achievement of Hispanic students. In all of the groups tested, with the exception of females from a one parent family, the scores fell along lines of income.

It can be concluded that familial income level is a significant factor in the academic achievement of white males who reside in a two parent family, wherein the higher income students outperformed the lower income students. These findings, however, were not consistent with other white groups, where significant differences were not observed.

Recommendations

It is recommended that this study be replicated in other districts

and in other areas where a larger sample of black students of all income levels could be tested. It is also recommended that a larger sample of students, particularly from the lower income levels, be selected.

A follow up study might be suggested which would include a self concept inventory to determine if the differences among the students in the different ethnic groups and income groups could be attributed to differences in self concept.

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